STEP Academy Trust

Behaviour Policy

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Introduction

The promotion of positive behaviours is a STEP Academy Trust Non-negotiable. These are defined as the types of behaviours that will lead to social, academic and professional success, empowering children to be resilient learners for the present and the future.

The STEP Academy Trust Board of Trustees has agreed this Policy and as such, it applies to all Academies within the Trust. This policy is to be read in conjunction with the following policies:

- Child Protection;
- Safeguarding;
- Intimate Care;
- Positive Handling;
- Radicalisation and Extremism;
- Anti-Bullying;
- RRS;
- Behaviour and Exclusion;
- Health and Safety;
- Anti-Harassment & Discrimination;
- Code of Conduct setting out standards and acceptable behaviour for staff;
- E-Safety and ICT acceptable use;
- Managing allegations of abuse against staff;
- Equalities;
- Admission;
- Whistleblowing.

Aims for behaviour

- Teach respect for individuals and the understanding that we are all different;
- Ensure a consistent, positive approach to behaviour management throughout the academy day;
- Provide children and staff with an environment that is suitable for learning;
- Ensure the emotional, social and learning needs of individuals are addressed appropriately;
- Establish clear procedures for dealing with and managing unacceptable behaviour;
- Empower pupils so that they are able to self-manage their behaviour;
- Praise and reward good work, positive behaviour and attitudes;
- Encourage the active and early involvement of parents in supporting positive behaviour;
- Be aware that discipline in schools must respect children’s human dignity (Article 28).

Ethos

STEP require all its Academies to commit to the UNICEF Rights Respecting Schools ethos. Rights respecting is, therefore, the key principle that underpins our policy for promoting positive behaviour. In consultation with the children, staff, parents and governors, the STEP Academy Trust has developed a policy which aims to encourage children to work and play together to maintain this ethos. We promote an awareness of everybody’s individual needs and aim for everybody to be valued in our community. Each child is aware of their rights and responsibilities and will use these, for example, to help to produce their Class and Academy
Charters. We expect positive behaviour to be modelled by all adults and we expect everyone to take pride in their Academy, their class, their work, their environment and their relationships. We expect all staff to treat children fairly, consistently and sensitively. We ask them to listen, to hear both sides of a story and to help children find solutions to challenges in a supportive manner. We celebrate and praise children’s achievement and success and value parental support in working collaboratively to find solutions to behaviour management issues.

Positive behaviour strategies and sanctions are practised in a systematic, consistent way by all adults in our academies. At the end of this policy, is an appendix to demonstrate our individual academy’s procedures.

**Teaching and Learning**

A positive learning environment is achieved when pupils are taught how to self-manage and can learn independently. This is the starting point of all activities, planned for explicitly and embedded into Academy life. The strategies we use include:

- Providing stimulating lessons, matched to prior attainment and full potential which captures the interests of the pupils (Quality First Teaching);
- Providing opportunities for children to work co-operatively;
- Providing opportunities for pupils to work as a class, in teams, pairs or independently;
- Planning pro-actively for smooth transition times in class, around school and in the playground, ensuring no learning time is ever wasted;
- Adopting and developing a range of teaching strategies to inspire joy, teamwork, unity and focus;
- Building a team identity and incorporating team building activities into the curriculum.
- Providing a learning environment that is tidy and well ordered.

**STEP Academy Charters**

The principles for behaviour are discussed and agreed by our STEP Academy communities, which obviously include our children. An example of this can be recorded in a Behaviour Charter:

- RESPECT EACH OTHER’S DIFFERENCES
- RESPECT THAT EVERYONE COMES TO OUR ACADEMY TO LEARN
- RESPECT EACH OTHER’S SAFETY
- RESPECT THE ADULTS AND CHILDREN IN OUR ACADEMY
- RESPECT OUR ACADEMY ENVIRONMENT

Each Academy will use these principles to inform their Academy Charters, Class Charters, Lunchtime Charters and Playground Charters. Class Charters are discussed and agreed by pupils at the start of each year. They are then displayed in the classroom. The Lunchtime and Playground Charters are also discussed and understood. These Charters include the rights and responsibilities of everyone in the Academy.

**PUPAC Values:**

Each of our academies adopts PUPAC values and these are reinforced through our daily communication with staff, parents and pupils. We believe that if we model these values to our children then we will be able to effectively inspire children to make positive choices in their future.

**Values:**

Passion — Working in education, we have the ability to profoundly change children’s lives; the stakes are incredibly high. Our aim should always be to provide for the pupils of our Academies what we would want for our own children.
Urgency — The amount of time children spend in education is finite. We have a responsibility to ensure every moment a child is in a STEP Academy must be spent productively. Once wasted, it is gone forever and cannot be given back.

Positivity — Staff have a responsibility to be positive and supportive of each other. Negativity leads to low expectations and a culture where excuses are tolerated.

Aspiration — Embodied in the Trust motto, “Striving Together for Excellence in Partnership”, all members of staff aim for excellence in their individual professional roles.

Commitment — Staff are prepared to go the extra mile to provide the best possible education for their pupils. The interests of children are always placed ahead of those of staff.

STEP Academies promote a calm and safe, learning environment. Although we aim to make learning dynamic and fun, from an early age children are taught how to return to a place of reflective calm. As such, some of our Academies us the ‘STEP Academy Trust CALM Code’ which is used across the Trust to develop our pupils as “self-managing” individuals who are able to set and maintain high standards of behaviour in every situation.

CALM Code

- Communicate politely
- Act kindly
- Listen carefully
- Move sensibly

APPROPRIATE BEHAVIOUR – what we do:

- Use reward, praise and encouragement at every opportunity to foster self-esteem and motivation;
- Take personal responsibility for managing behaviour and refer children to more senior staff only in accordance with agreed procedures;
- Provide a role model of calm, self-management in all relationships with children, parents and other staff;
- For those academies that use the Calm Code, clarify the rights and responsibilities that underpin it. ‘Everyone has the right to feel safe at all times, to learn successfully and be treated with dignity and respect. Everyone has the responsibility to support this;
- Acknowledge any personal deficiencies in behaviour management and seek support formally by speaking to a senior leader;
- Report any evidence of ineffectual or inappropriate behaviour management that compromises the well-being and progress of pupils;
- Employ rewards and sanctions in a fair and consistent way;
- Exercise positive handling (restraint) of a child only in strict accordance with the STEP Academy Trust Positive Handling Policy;
- Communicate pro-actively with parents/carers and show a willingness to work in a constructive partnership with them for the benefit of the child. Discuss inappropriate behaviour in private, engaging the parent to support the child and the school.

INAPPROPRIATE BEHAVIOUR – what we do:

- Give time for a child to engage (‘calm compliant’) so that contrition and a change in behaviour is genuinely appropriated (e.g. ask for an apology only when the child is able to respond);
- State clearly what the inappropriate behaviour is and how to correct it;
- Discuss problems/reprimand pupils in a private space away from others;
- Use positive directives telling children what to do, rather than what not to do;
• Keep the focus on the primary behaviour. Any form of confrontation or argument MUST be avoided;
• Sarcasm, humiliation and put-downs are never acceptable;
• Use a calm voice wherever possible and a controlled, raised voice only where necessary to achieve a positive behavioural outcome;
• Apply sanctions that are clear, reasonable and appropriate to the behaviour. Where possible they should be immediate, although on occasions it may be necessary to defer;
• Allow the consequences to do the teaching – avoid oppressive talk;
• Wherever possible, give the child a chance to right the wrong e.g. apologise;
• Always re-establish relationships after correction.

Additional support
Some children for whatever reasons have difficulties making the right choices with their behaviour as we believe it is important to give every child the best chance at being the best they can be we will provide children with various additional support to promote positive behaviour for learning, these may include: Nurture groups, Thrive sessions, gender groups, mindfulness, Lego Therapy, self-confidence groups, etc.

Expectations: what we expect of each other
We believe that excellent teaching and learning promotes positive behaviour. The STEP Academy Trust Teaching and Learning Policy defines the standard of teaching and learning expected in member Academies. As well as providing consistently high standards of teaching and learning experiences, children can expect staff to:

• Devise a Class Charter (in partnership with the class), which focuses on their Rights and Responsibilities, so that a positive working and learning environment can be established and maintained;
• Be aware of the social, emotional and learning needs of the children in the Academy;
• Treat them fairly and consistently when they have made negative behaviour choices. They will be listened to and expected to explain their actions.
• Ensure classrooms and playgrounds are positive, stimulating environments;
• Praise and reward good work, positive behaviour and attitudes, both in the classroom and around the school;
• Use Circle Time, Reflection time, Philosophy for Children (etc) time to develop self-reflection and self-esteem;
• Take all bullying, sexism, racism and homophobia very seriously. Children will be told when and how the issue will be dealt with. Bullying is abusive behaviour which can be physical, verbal or psychological, directed by an individual or group against an individual. Harassment is a form of bullying. Harassment occurs when someone is victimised because of his or her ethnicity, gender, disability or sexuality. Bullying and harassment will not be tolerated – see STEP Academy Trust Anti-Bullying Policy.

All children are expected to:

• Treat everyone within the Academy community with respect and consider their rights, both as learners, teachers, adults and children;
• Follow the Academy Charters/academy rules and behave appropriately;
• Know that sanctions are in place if children make negative behaviour choices;
• Listen to each other and to all the adults in the Academy and respect each other’s feelings;
• Attend every day, arrive on time, line up calmly, enter school ready to learn and play an active role in Academy life.

All parents and carers are expected to:

• Attend parents’ evening and communicate with the Academy any concerns or issues which may affect their child’s behaviour or learning;

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• Support the Academy in its application of the STEP Academy Trust Behaviour Policy;
• Talk to their children about the Academy’s expectations of work and behaviour;
• Encourage children to discuss problems;
• Ensure that their child attends every day and on time.

Rewards
STEP Academies seek to systematically encourage positive behaviour. Whilst the systems used across the Trust may vary, within each Academy the chosen approach is consistently applied. The SLT/staff and Strategic Governing Body of each Academy determine the specifics of their reward system and how it will operate.

Sanctions
The charters are established with the children and apply throughout each Academy. When children do not follow these charters they understand that there are consequences and they need to take responsibility for their actions. As with the rewards, each STEP Academy determines sanctions they consider appropriate for their context. These are recorded as appendices to this policy.

Internal, Fixed Term External and Permanent
Incidents which warrant internal or external exclusion are at the discretion of the Head Teacher, the Strategic Governing Body but must follow Local Authority Guidelines. The child will be provided work throughout internal and external exclusions.

The following types of behaviour may result in an internal and/or external exclusion:
• A serious attack on another pupil;
• Physically attacking a member of staff;
• Persistently disruptive behaviour which negatively impacts on the learning of others;
• Bringing into school an offensive weapon, drugs, alcohol, matches or a lighter.

The length of the exclusion is at the discretion of the Academy, but will operate within DfE guidelines and the Equalities Act.

Positive Handling
Positive handling, physical restraint, strategies should only be used within the strict safety guidelines laid out in the STEP Academy Trust Positive Handling Policy. All staff are required to be familiar with the contents of this policy and to abide by it at all times. The policy is always available on the Academy’s managed learning environment (MLE).

Confiscation of Inappropriate Items
On occasions, it may be necessary for staff to confiscate items brought into school by children. Items such as: mobile phones, toys, electric games, football cards, sweets and chewing gum are not allowed. Confiscated items will be retained by staff to be collected from the Academy office by a responsible adult. Staff reserve the right to search pupils or their belongings where they reasonably suspect that “prohibited items” may be in a child’s position. These could be items which are stolen, illegal or dangerous e.g: drugs, weapons, cigarettes, fireworks or pornographic images.
Rewards

Success Assemblies
Each week at the Success Assembly, class teachers nominate and celebrate the achievements of one member of their class – the Achiever of the Week. The achievements may be academic, social or emotional. We aim to celebrate all the multiple intelligences. These achievements are described in the assembly by the class teacher and the child receives an award/sticker/badge from a senior member of staff. In the same assembly, a Golden Heart Award is chosen by the children (pupil voice) and is awarded to one child who has shown extreme kindness to others. The Golden Heart also receives an award/sticker/badge from a senior member of staff. The day before the Success Assembly, the Attendance Officer informs parents/carers by text message that their child will receive the Achiever of the Week/Golden Heart award and are invited in to the assembly. The Achiever of the Week’s and Golden Heart’s photo and reason for the award appears on a display. In addition, the Attendance Officer records the reason for the awards on SIMS. Systematic recording of achievements is important because it creates a comprehensive profile of each child as they move through the school. The team who has won the House Points competition is also announced in this assembly and the captains of the winning team receive the Heathfield House Cup with the correct winning colour for that week being displayed.

The Raymond Riesco Award
At the end of the Academic year, the Raymond Riesco Award is awarded to one child in each year group (nominated by the children R-Yr5) who has consistently shown all the qualities of PUPAC throughout the academic year. The child will receive a certificate and a scroll to be sewn onto their blazers. In year 6, the child’s name will appear on the Raymond Riesco Award’s board in the hall and this child is chosen by the staff who consider the whole time that the child has been at Heathfield Academy.

Achievement Awards
At the end of each Academic year, eight children (1 boy/1 girl) are given Achievement Awards (chosen by staff) for: English, Mathematics, Arts and Sports. The children will receive a certificate and a scroll to be sewn onto their blazers. In year 6, the children’s name will appear on the Achievement’s Award’s board in the hall.

House Points/ Heathfield House Cup
At the start of their time at Heathfield Academy, children are allocated to one of four houses. In our first year of opening, there will be a family competition to name these four houses. The theme will be based around the Heathfield Ecology Centre where Raymond Riesco resided. Siblings are, wherever possible, put into the same house. Class teachers are able to award house points to promote positive behaviour.

So that running totals of the points awarded can be kept, charts are displayed in class rooms. Teachers can choose how they display House Points Charts. Every Friday afternoon, monitors collect the scores for the week and submit them to the Academy office. At the end of each half term, the points are collated and the
Heathfield House Cup is awarded to the winning team. The children in the winning house are awarded with an “own clothes” day.

**Car free school Award**
During the Success Assembly, the class who has the least amount of children who have travelled by car in that week, will win the Car free school Award. This award will be use of the Academy’s scooters during playtime. At the end of the year, the names of the children in the class who has won this award the most number of times, will go into a draw at the end of the year to win a bicycle!

**Pupil Leadership Roles – Head Boy and Head Girl / Pupil Advocates / Team Captains / School Council Members / Eco-Warriors / Class Monitors etc**
To promote the leadership skills of our pupils, a number of responsible roles are created. Children are awarded leadership positions in a variety of ways, including by: election, application/interview process and being appointed by staff. Children who are awarded the higher leadership roles will also be awarded with a scroll to be sewn onto their blazers.

**Attendance and punctuality**
During each “Success Assembly” percentages for attendance and punctuality will be announced and the winning classes will be congratulated. At the end of each term, children who have 100% attendance will receive a badge.

**Sanctions**
The two flow charts below highlight sanctions in the classroom and in the playground. These flow charts are followed consistently by all members of staff, including visiting staff and all children. These flow charts are on display in all classes and in the playground. Staff and parents/carers and children are made fully aware of these processes.
Heathfield Academy Classroom Behaviour

**Process**

- Verbal warning.
  - Move seats in class and remain involved in lesson.
  - Sent to reflection area in class.
  - Sent to office.
  - Sent to Headteacher.

**Sanction**

- Name goes on board.
  - 15 minute detention. Apology to class.
  - Stay in office for rest of lesson. Detention. Apology to class.
  - Internal/external exclusion.

**Communication**

- Class teacher contacts parents. Recorded.
- EYFS Leader contacts parents. Recorded.
- EYFS Leader contacts parents. Formal meeting. Recorded.
- HT contacts parents. Formal meeting. Recorded.
Heathfield Academy Playground Behaviour

**Process**

- Verbal warning.
- Five minute time out on wall.
- Ten minute time out on wall.
- Sent to EYFS Leader.
- Sent to Headteacher.

**Sanction**

- Recorded in playtime log.
- Morning/lunch detention.
- Kept off playground for a period of time.
- Excluded for lunchtimes.

**Communication**

- Class teacher contacts parents. Recorded.
- EYFS Leader contacts parents. Recorded.
- EYFS Leader contacts parents. Formal meeting. Recorded.
- HT contacts parents. Formal meeting. Recorded.